



# Greenfield Primary School, Stourbridge



## Reception (Early Years Foundation Stage) Curriculum Content 2018-2019

### Class: The Sun (Stars and Moons)

| Term                       | Autumn Term  | Spring Term  | Summer Term   |
|----------------------------|--|--|---|
| Curriculum                 | Early Years Foundation Stage Curriculum  |  |   |
| Topics                     | <b>All About Me<br/>Celebrate Good Times</b>   | <b>It's Cold Outside<br/>In the Garden</b>   | <b>On the Farm<br/>Under the Sea</b>  |
| PSED                       | <b>Relationships</b>   | <b>Living in the Wider World</b>   | <b>Health and Well Being</b>  |
|                            | <u>Making Relationships</u><br>Play as part of a group, demonstrating friendly behaviour<br><u>Self-Confidence and Self-Awareness</u><br>Independently access resources and activities<br>Learning to tidy up and take care of equipment<br><u>Managing Feelings and Behaviour</u><br>Begin to accept the needs of others and begin to share and take turn | <u>Making Relationships</u><br>Playing and working with others responding to what others are saying or doing<br><u>Self-Confidence and Self-Awareness</u><br>More outgoing towards unfamiliar people and more confident in new social situations<br><u>Managing Feelings and Behaviour</u><br>Is aware of boundaries set, and of behavioural expectations in the setting                             | <u>Making Relationships</u><br>Takes steps to resolve conflicts with other children e.g. finding a compromise<br><u>Self-Confidence and Self-Awareness</u><br>Can describe self in positive terms and talk about abilities<br><u>Managing Feelings and Behaviour</u><br>Understands that own actions affect other people for example becomes upset or tries to comfort another child when they realise they have upset them |
|                            | Greenfield Behaviour Expectations, 'Rights Respecting Schools' and Greenfield Values Talk Topics   |  |   |
| Communication and Language | <u>Listening and Attention</u><br>Listening to each other<br>Listening to stories<br><u>Understanding</u><br>Simple instructions such as daily routines<br><u>Speaking</u><br>Retelling simple events<br>Role play - introducing a storyline or narrative into their play  | <u>Listening and Attention</u><br>Maintaining attention and concentration<br>Listening and responding appropriately<br><u>Understanding</u><br>Follow a story without pictures<br>Follow instructions involving a two-part sequence<br><u>Speaking</u><br>Extends vocabulary and uses talk to organise, sequence and clarify thinking, ideas, feeling and events                                     | <u>Listening and Attention</u><br>Listen attentively in a range of situations<br>Respond to stories with relevant comments, questions or actions<br><u>Understanding</u><br>Answer questions 'how' and 'why' questions about their experiences and in response to stories or events<br><u>Speaking</u><br>Express themselves effectively showing an awareness of the listener using past present and future forms           |
| Physical Development       | <u>Moving and Handling</u><br>Gross motor - climbing/bike riding<br>Fine motor - using one handed tools and equipment<br><u>Health and self-care</u><br>Going to the toilet<br>Dressing and undressing<br>Being safe in and out of school  | <u>Moving and Handling</u><br>Gross motor - different ways of moving and travelling with confidence and control<br>Fine motor - using one handed tools with good control<br><u>Health and self-care</u><br>Dressing and undressing independently<br>Showing an understanding of how to be healthy<br>Being safe in and out of school   | <u>Moving and Handling</u><br>Gross motor - showing good control and co-ordination in large and small scale movements<br>Fine motor- using equipment and tools effectively<br><u>Health and self-care</u><br>Understanding the importance of being healthy<br>Being able to manage their own basic hygiene and personal needs   |
| Literacy                   | <u>Reading</u><br>Listening and joining in with rhymes<br>Describing the main events, characters and story settings<br>Home and School reading books<br>Letters and Sounds<br><u>Writing</u><br>Talking about their mark making<br>Write their first name – forming letters correctly<br>labels and captions   | <u>Reading</u><br>Segmenting and blending sounds<br>Beginning to read words and simple sentences<br>Knowing information can be retrieved from books and computers<br><u>Writing</u><br>Linking sound to letters, naming and sounding the letters of the alphabet<br>Using letters to communicate meaning<br>Attempting to write short sentences<br>Write their full name – forming letters correctly | <u>Reading</u><br>Reading and understanding simple sentences<br>Reading some common irregular words<br>Talking and understanding what they have read<br><u>Writing</u><br>Using their phonic knowledge to write words and sentences including some irregular common words   |
| Mathematics                | <u>Numbers</u><br>Recites numbers to 10 and beyond in order<br>Recognises, writes and counts out to 10<br>Matching numeral and quantity correctly<br><u>Shape, Space and Measure</u><br>Exploring 2D and 3D Shapes<br>Positional language<br>Patterns  | <u>Numbers</u><br>Recites numbers to 20 and beyond in order<br>Recognises, writes and counts out to 20 and beyond<br>Using the vocabulary involved in adding and subtracting including problem solving<br>Saying which number is one more or one less<br><u>Shape, Space and Measure</u><br>Ordering items by length and height and measuring  | <u>Numbers</u><br>Counting reliably with numbers from one to twenty, place them in order and say which is one more or one less than a given number<br>Adding and subtract using two single-digit numbers<br>Solving problems using doubling, halving and sharing<br>Exploring number facts<br><u>Shape, Space and Measure</u><br>Time<br>Money  |



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|                                   |   | Ordering items by capacity and measuring<br>Ordering items by weight and measuring  | Using everyday language to talk about size, weight, capacity, position, distance, time and money, shapes and patterns  |
| <b>Understanding the World</b>    | <u>People and Communities</u><br>My family, my friends and my school<br>Jobs in the community<br><u>The World</u><br>Materials<br>Festivals and celebrations<br>Senses<br>Changes in the seasons<br><u>Technology</u><br>ICT in the environment<br>Using different technology   | <u>People and Communities</u><br>Similarities and differences<br>Past and present events<br><u>The World</u><br>The local environment<br>Polar religions<br>Growing and planting<br>Changes in the seasons<br><u>Technology</u><br>ICT in the environment<br>Logging on and completing a simple program | <u>People and Communities</u><br>My family, my friends and my school – transition<br><u>The World</u><br>Environments around the world<br>Animals around the world<br>Changes in the seasons<br>New life and living things<br><u>Technology</u><br>Select and use technology for a particular purpose                                      |
| <b>Expressive Arts and Design</b> | <u>Exploring and using media and materials</u><br>Exploring colour mixing<br>Printing<br>Construction using lego and wooden bricks<br>Explores instruments<br><u>Being imaginative</u><br>Creating simple representations of events people and objects<br>Role play   | <u>Exploring and using media and materials</u><br>Exploring texture<br>Clay<br>Constructs with a purpose in mind<br><u>Being imaginative</u><br>Plays co-operatively to develop and act out a narrative<br>Using movements to express and responds to feelings, ideas and experiences                   | <u>Exploring and using media and materials</u><br>Singing songs, make music and dance, and experiment with ways of changing them<br>Using a variety of materials, tools and techniques<br><u>Being imaginative</u><br>Using their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories |
| <b>Assessment opportunities</b>   | Baseline<br>Highlighting Coded Document; baseline and Autumn 2<br>On Entry Profile E<br>Tracker/Tracking Sheet<br>E Tracker/Tracking Sheet<br>Assessment – Autumn 2<br>Daily observations<br>Evaluations, discussions and next steps<br>Examples of work in books and Learning Journeys<br>Photographs<br>Phonic Assessments<br>Maths Assessments | Highlighting Coded Document; Spring 2<br>E Tracker/Tracking Sheet<br>Assessment – Spring 2<br>Daily observations<br>Evaluations, discussions and next steps<br>Examples of work in books and Learning Journeys<br>Photographs<br>Phonic Assessments<br>Maths Assessments                                | Highlighting Coded Document; Summer 2<br>E Tracker/Tracking Sheet<br>Assessment – Summer 2; EYFSP<br>Judgements<br>Daily observations<br>Evaluations, discussions and next steps<br>Examples of work in books and Learning Journeys<br>Photographs<br>Phonic Assessments<br>Maths Assessments<br>End of year report to parents             |
| <b>Parental/carer involvement</b> | Home Visits<br>Parents' Phonics Workshop<br>Parents' Evening<br>Open Sessions<br>Christmas Plays and Concerts   | Parents' Workshops<br>Parents' Evening<br>Open Sessions   | Reports and report feedback<br>Take Home Tasks<br>Sports' Day<br>Share the Learning Assembly   |